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ABSTRACT

This brief pamphlet sets up course guidelines, materials, procedures, resources, and objectives for the study of shorthand dictation. Its aim is to reinforce shorthand theory and develop speed and accuracy in dictation and transcription at the typewriter from dictated but previously studied material. Contents include a course description, enrollment guidelines, performance objectives, course content, procedures, learning activities, tests, and resources for students and teachers. Appendixes are tests on word division, similar words, geographical expressions, word usage, punctuation and spelling, and a symbols puzzle and its key. (NH)

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# AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

## SHORTHAND DICTATION

Business Education--7706.31

ED 077227

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 095327

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# SHORTHAND DICTATION

7706.31

Business Education

Written by Jane D. Lewis
And Approved by the Business Education Steering Committee
For Quinmester Course

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

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I. COURSE TITLE—SHORTHAND DICTATION

II. COURSE NUMBER—7706.31

III. COURSE DESCRIPTION

A. Synopsis
This course reinforces shorthand theory and emphasizes speed and accuracy in dictation and transcription at the typewriter from class-dictated, but studied material.

B. Textbook
The textbook should be the same as the one usually used in the first half of the second semester. It should be state adopted or one of the school's choosing.

C. Occupational Relationships

| | |
|---|---|
| Clerk, general office | Technical secretary |
| Secretary | Conference recorder |
| Stenographer | Public stenographer |
| Executive secretary | Legal secretary |
| Law clerk | Medical secretary |

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
Students should have achieved the objectives of Shorthand Theory (Intermediate) and Business Applications of Typewriting Skills before enrolling in this course.

B. Pretest
The pretest should be designed to assist students to decide, with the aid of the teacher, the skills he will need to improve. Intensive drills should be used to develop skills in areas where the pretest shows weakness.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon completion of the course, the student will be able to—

1. write correct symbol shorthand outlines for all brief forms and words with special suffixes and prefixes with 90 percent accuracy from oral or taped dictation;

2. read from shorthand notes, plates, or films at a minimum rate of 80 words a minute;

3. define at least 50 (from a given list of 100) common business terms;

4. type the two basic styles of business letters, manuscripts, and memorandums from dictated notes;

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V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

5. use language arts skills correctly in transcribing notes from dictation that includes intentional grammatical errors and does not include punctuation marks;

6. demonstrate desirable attitudes and traits through observable good habits and self-evaluation; and

7. transcribe on the typewriter at a minimum rate of 15 words a minute with 95 percent accuracy from closed-book studied dictation at 70 words a minute for two minutes.

VI. COURSE CONTENT

A. Equipment and Supplies—Same as Shorthand Theory (Introductory)
   1. Word books
   2. Dictionaries

B. Techniques—Same as Shorthand Theory (Introductory)
   1. Writing review
   2. Notebook usage review

C. Shorthand Content
   1. Dictation
      a. Review of work area arrangement
      b. Review of other essential dictation techniques
      c. Pyramid dictation of both familiar and unfamiliar material
      d. Variety of office-style dictation
         (1) Various types of offices
         (2) Various types of letters and reports
            (a) Sales
            (b) Adjustments
            (c) Credits and collections
            (d) Advertising
            (e) Public relations
            (f) Personnel
            (g) Publishing—books and magazines
   2. Transcription
      a. Review transcription techniques in Shorthand Theory (Intermediate)
      b. Stress typed transcription
         (1) Business letters
         (2) Memorandums
         (3) Manuscripts
         (4) Business papers
         (5) Short speeches
   3. Special features
      a. Phrase building
      b. Vocabulary building
      c. Additional geographical abbreviations
      d. Additional cities in the United States
      e. Additional punctuation, grammar, and spelling drills

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## VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

The emphasis in this course is placed on writing from dictation of studied material. Transcription should occur no more often than once a week. New matter dictation may be introduced toward the end of the course, but students should not be required to submit transcripts of this new material for grading purposes.

The following drills may be useful in developing skills:

A. Review

| TYPE OF DRILL | PROCEDURE |
|---|---|
| Warmup Drill | A 90 second warmup drill will help students become settled and prepare them for the activity of the day. It will also help to ease any tension that may exist. |
| Recall Drill | A review of studied material for three minutes will emphasize phrasing, correct outlines, and rapid reading. |
| Marginal Reminders | Five minutes should be given to spelling the words in the marginal reminders in shorthand and in longhand. Extra time may be given for locating the words in the assignment for the day. |

B. Technique Drills

| TYPE OF DRILL | PROCEDURE |
|---|---|
| Grammar Checkup | A few minutes should be devoted to recognizing common errors, dividing words properly, spelling, and developing skill in detecting grammatical errors. |
| Context Drill | These drills are given to assist students in the mastery of supplying missing words. |
| Transcription Drill | Drills should be given at intervals so that the students will develop speed and accuracy in transcribing at the typewriter from notes and shorthand plates. Proper style of letters and setup of reports should be emphasized. |

| | |
|---|---|
| Shorthand Vocabulary Drill | This drill provides better interpretation of shorthand blends, beginnings and endings, derivatives and other shorthand building power, aids. |
| Geographical Expressions | Give the students an opportunity to review geographic locations and assist them in using them when they appear in dictated material. They should know how to write geographical expressions in shorthand and know how to spell them in longhand. |

C. Dictation Drills

| TYPE OF DRILL | PROCEDURE |
|---|---|
| Pyramid Dictation | Audiotapes are available from media services of Dade County Public Schools. The tapes will allow each student to work individually at his/her own speed. The pyramid plan of dictation is used on these tapes. Some commercially prepared tapes also use this technique. |
| Word List | The teacher could dictate 100 words in 10 minutes and have students spell and read back. All errors should be corrected by each student and incorrect words given for homework practice. |
| Office-Style Dictation (Introduction) | Limited use should be made of this technique in this course and it should not be a timed dictation. Word endings should be emphasized and the rest of the dictation given in metronomic rhythm. The dictator may make changes and revisions whenever he wishes; this will help each student become familiar with the art of taking down information and making corrections as indicated by an employer. |
| Executive-Style Dictation | This will consist of difficult material; only the faster students will be given this type of practice. |

| | |
|---|---|
| Audio-Visual | Supplementary assignments may be made by the teacher. Students could take a specific speech in shorthand from the radio or television. The teacher could give extra credit for typed transcripts of such speeches.<br><br>If a school has a closed-circuit transmission installation, a program may be recorded and transmitted at a later date. |

D. Special Activities

| TYPE OF DRILL | PROCEDURE |
|---|---|
| Mailable Letters | Each student could be responsible for keeping a weekly record of all mailable (perfect) material. A graph could be displayed at the close of each week to show the progress of each student. |
| Homework | Homework should be assigned each day in order to improve writing ability. Typing transcripts from these assignments provides excellent drill. |
| Displays | Special projects, assignments and creative materials will be displayed at various times. Assignments could be made to individual students to take charge of display case, bulletin board, etc. during a grading period. |
| Odds and Ends | Current materials, resource materials, and creative materials may be collected or developed by students. Extra credit should be given for this work. |

## VIII. EVALUATIVE INSTRUMENTS

A. Pretest

The teacher should construct a pretest to be administered at the beginning of the quinmester and used to determine appropriate learning activities for individuals. In order to determine placement within this course, the pretest should be designed to measure all of the performance objectives of this course and the previous course, Shorthand Theory (Intermediate).

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## VIII. EVALUATIVE INSTRUMENTS, Continued

### B. Interim Tests

Examples of some of the following tests are included in the Appendix.

| ITEM | PURPOSE |
|---|---|
| Shorthand Technique Check List | To determine learned skills and to discover those that have not been mastered. |
| Business Vocabulary Quiz | To measure the student's ability to interpret the meaning of business terms and his/her ability to use them correctly. |
| Theory Test | To determine the student's ability to write shorthand outlines properly. A good theory test should be dictated at a slow rate of speed and should consist of a variety of words containing the principles of joining that have been learned. |
| Similar-Word Test | To evaluate the student's ability to differentiate between pairs of words that sound alike, that are almost alike, and sometimes look alike but are different. |
| Word Usage, Spelling and Punctuation Tests | The teacher should be able to diagnose individual problems and assign individual learning experiences in order to improve transcription ability. |
| Timed Dictation and Transcription | To determine the rate of speed that the student can take dictation and transcribe accurately in a given period of time. |
| Proofreading Test | To determine the student's ability to locate errors and make corrections. |

### C. Posttest

The posttest should be a parallel of the pretest, measuring all of the objectives of this course. Upon successful completion of the posttest, the student should be encouraged to proceed with the learning activities for the next course, Shorthand

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VIII. EVALUATIVE INSTRUMENTS, Continued

Basic Transcription. If the student's score is low, the teacher may prescribe additional activities and then repeat the posttest, or recommend the course, Intensive Review of Shorthand Theory.

IX. RESOURCES FOR STUDENTS

A. Books

Gavin, Ruth and Sabin, William A. Reference Manual for Stenographers and Typists. New York: Gregg Division of McGraw-Hill Book Co., 1961.

Gregg, John R.; Leslie, Louis A.; and Zoubek, Charles E. Gregg Shorthand Dictionary, Diamond Jubilee Series, miniature edition. New York: Gregg Division of McGraw-Hill Book Co., 1972.

House, Clifford R. and Skurow, Samuel. Typewriting Style Manual, 9th edition. Cincinnati: South-Western Publishing Company, 1968.

Humphrey, Katherine; Lambert, Allie Dale; and Newhouse, Howard. Timed Writings for Typing and Transcribing, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Leslie, Louis A.; Zoubek, Charles E.; and Strony, Madeline S. Gregg Dictation, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Leslie, Louis A.; Zoubek, Charles E.; and Strony, Madeline S. Gregg Dictation, Diamond Jubilee Series, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Silverthorn, J. E. and Perry, Deverne J. Word Division Manual, 2nd edition. Cincinnati: South-Western Publishing Co., 1970.

B. Tapes

Multi-channel Tapes correlated with Gregg Dictation Diamond Jubilee Series, 1st and 2nd editions. (Channels A, B, and C available.)

Teaching Tapes correlated with Gregg Dictation, Diamond Jubilee Series, 1st and 2nd editions. Available through Media Services, Dade County Public Schools.

C. Dictation Records

Dictation Disc Company. A variety of sets and speeds.

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IX. RESOURCES FOR STUDENTS, Continued

C. Dictation Records, Continued

Records for Diamond Jubilee Series. Complete theory set of four boxes and student dictation practice sets. New York: Gregg Division of McGraw-Hill Book Co.

Teaching Aids Incorporated. A variety of sets and speeds of shorthand records. P. O. Box 3527, Long Beach, CA 90803.

D. Films, Filmstrips, and Other Visual Aids

Filmstrips for Gregg Shorthand, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co.

Leslie, Louis A. and Zoubek, Charles E. Picture Posters for Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co.

Leslie, Louis A. and Zoubek, Charles E. Transparencies for Diamond Jubilee Series, Vol. 1, Theory Review, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co.

Sound motion picture, Take a Letter from A to Z. Text-Film Division, McGraw-Hill Book Co. (15 min., 16mm, color) On loan from Sterling Movies, U. S. A., Inc., 43 West 61 Street, New York, NY 10023.

X. RESOURCES FOR TEACHERS

A. Books

Cleary, Joseph B. English Style Skill Builders. New York: Gregg Division of McGraw-Hill Book Co., 1967.

Condon, Arnold; Crank, Doris H.; Graves, Helen, Harken, Mabel L.; and Jester, Don. The Selection and Use of Multiple-Channel Equipment in the Teaching of Shorthand, Monograph 121. Cincinnati: South-Western Publishing Co., 1969.

Leslie, Louis A. Methods of Teaching Gregg Shorthand. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Leslie, Louis A. and Zoubek, Charles E. Dictation for Transcription, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Leslie, Louis A. and Zoubek, Charles E. Transcription Dictation, Simplified. New York: Gregg Division of McGraw-Hill Book Co., 1956.

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X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Leslie, Louis A.; Zoubek, Charles E.; and Strony, Madeline S. Gregg Dictation, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1964. (Workbook, Key to Workbook, and Teacher's Manual available.)

Leslie, Louis A.; Zoubek, Charles E.; and Strony, Madeline S. Gregg Dictation, Diamond Jubilee Series, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1971. (Workbook, Key to Workbook, and Teacher's Manual available.)

Roman, John C. The Business Curriculum, Monograph 100. Cincinnati: South-Western Publishing Company, 1966.

Russon, Allien R. Methods of Teaching Shorthand, Monograph 119. Cincinnati: South-Western Publishing Company, 1968.

Vimaggi, John. Shorthand Speed Development and the Dictation Disc Record. New York: Dictation Disc Company, 1967.

Young, Israel. Directed Homework in Gregg Shorthand, Diamond Jubilee Series. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Zoubek, Charles E. Progressive Dictation with Previews, Simplified. New York: Gregg Division of McGraw-Hill Book Co., 1956.

Zoubek, Charles E. Short Business Letters for Dictation and Transcription. New York: Gregg Division of McGraw-Hill Book Co., 1970.

B. Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Company. Monthly.

Business Education World. New York: Gregg Division of McGraw-Hill Book Co. Six issues yearly.

Journal of Business Education. Wilkes-Barre: Robert C. Trethaway. Monthly.

Today's Secretary, Teacher's Edition. New York: Gregg Division of McGraw-Hill Book Co. Monthly.

C. Bulletin Boards

Brief Forms and Phrases Charts in Gregg Shorthand, Diamond Jubilee Series, New York: Gregg Division of McGraw-Hill Book Co.

X. RESOURCES FOR TEACHERS, Continued

C. Bulletin Boards, Continued

Bulletin Board Ideas for Shorthand, Alpha Alpha Chapter, Delta Pi Epsilon, University of Northern Colorado, Greeley, Colorado.

Dewar, Thadys J. and Hurdle, Louisianna A. Illustrated Displays for Shorthand. East Carolina University.

Gregg Shorthand Picture Posters, Brief Forms and Derivatives, Diamond Jubilee Series. Gregg Division of McGraw-Hill Book Co.

Hand Positions Chart for Shorthand Writing. W. A. Shaeffer Pen Company, Fort Madison, Iowa.

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# APPENDIX

## WORD DIVISION TEST

Directions: Show the proper division of each of the following words by typing each word in the second column with a hyphen (if the word can be divided) to indicate the best place for this division. Assume that the bell rang at the beginning of each word.

| | | (key) |
|---|---|---|
| 1. | personnel | person-nel |
| 2. | sum | sum |
| 3. | incurred | incurred |
| 4. | medical | med-ical |
| 5. | bicycle | bicy-cle |
| 6. | spectacle | specta-cle |
| 7. | lapse | lapse |
| 8. | proxy | proxy |
| 9. | triplicate | tripli-cate |
| 10. | transferable | transfer-able |

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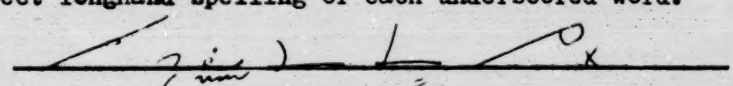
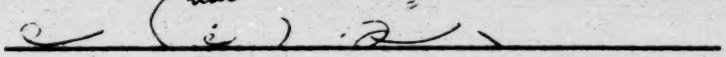
## SIMILAR WORD TEST

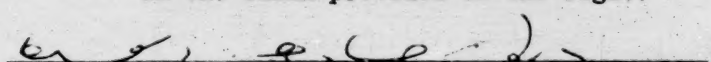
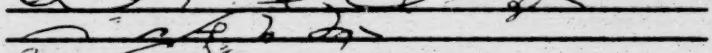
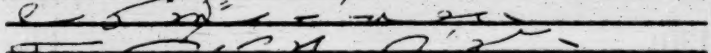
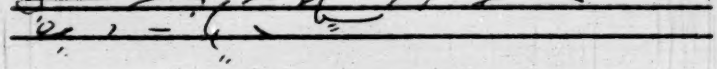
The teacher will dictate sentences that contain homonyms while the students write in shorthand. When this is completed, the homonyms will be dictated while the students underscore them. On a separate sheet of paper or in an answer column, the students will type or write the correct longhand spelling of each underscored word.

| | | (key) |
|---|---|---|
| Example: |  | hear |
| |  | here |
| | | advice |

---

## GEOGRAPHICAL EXPRESSIONS TEST

Directions: There is one city in each of the sentences shown below. Write or type the correct longhand spelling of each city in the blank provided to the right.

| | | (key) |
|---|---|---|
| 1. |  | Charlotte |
| 2. |  | Nashville |
| 3. |  | New Orleans |
| 4. |  | St. Paul |
| 5. | | Boston |

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## WORD USAGE TESTS

Directions: Write the correct word in the space provided at the left.

| (key) | | |
|---|---|---|
| lend | 1. | I will (lend, borrow) her my overcoat. |
| almost | 2. | Shirley, are you (most, almost) ready? |
| strange | 3. | Isn't it (funny, strange) that we don't spend more time together? |
| those | 4. | Are you talking about (them, those) boys next door? |
| his | 5. | Has everyone passed (their, his) examination? |
| him, me | 6. | The priest praised both (him, me) and (him, me) |
| I | 7. | Mr. Leon and (I, me) deposited our money in the bank. |
| us | 8. | Will you go with (us, we) to the theater? |
| he | 9. | I wouldn't go if I were (him, he). |
| me | 10. | Between you and (I, me), do you need this package? |
| fewer | 11. | This tree has (less, fewer) branches than our tree. |
| well | 12. | Mary reads (good, well) |
| invitation | 13. | We have an (invite, invitation) to the luncheon. |
| almost | 14. | We sold (most, almost) all of the dolls. |
| off | 15. | John jumped (off, of) the cliff. |

Directions: Cross out the unnecessary word (or words) in each sentence. (Key included)

1. Last year my mother and ~~my~~ sister went to Alaska.
2. That ~~there~~ chair is your father's.
3. ~~Why~~, I didn't know that.
4. Cut a slice ~~off~~ from that cake.
5. John ~~he~~ went to the game alone.
6. I am a ~~new~~ beginner at golf.
7. I like this ~~here~~ dress better than that ~~there~~ one.
8. James has ~~got~~ to go.
9. Last month my friend ~~she~~ went to see her aunt.
10. That ~~there~~ is the one I mean.

Directions: In the blank to the left of each of the following sentences, write the form of the verb in parentheses which is needed to correctly complete the sentence.

| (key) | | |
|---|---|---|
| swam | 1. | A youth (swim, swam) the English Channel last week. |
| bitten | 2. | The boy was (bite, bitten) by the dog. |
| come | 3. | No good has ever (come, came) from telling lies. |
| rang | 4. | The bell (rang, ring) three times. |
| are | 5. | Several pupils (be, are) ready to give the answer. |

## PUNCTUATION AND SPELLING TESTS

Directions: Insert quotation marks where missing in the following sentences.

1. I was shocked, Susan said, when he said, I agree with Allen.
2. Did you say, This game will be played Tuesday?
3. The boss said, Place all bills on my desk.
4. Always make it a practice, counseled the inspector in charge, to report all shortages.
5. Did you hear John when he said, Take an inventory of all merchandise?

Key

1. "I was shocked," Susan said, "when he said, 'I agree with Allen.'"
2. Did you say, "This game will be played Tuesday"?
3. The boss said, "Place all bills on my desk."
4. "Always make it a practice," counseled the inspector in charge, "to report all shortages."
5. Did you hear John when he said, "Take an inventory of all merchandise"?

Directions: Insert proper punctuation at the closing of each of the following sentences.

1. Mary has gone to see her aunt in New Mexico
2. Will you please send the check immediately
3. She took my purse
4. Did Mary visit with you today
5. Oh, I have lost my hat

Key

1. Mary has gone to see her aunt in New Mexico.
2. Will you please send the check immediately.
3. She took my purse.
4. Did Mary visit with you today?
5. Oh, I have lost my hat!

Directions: Write the correct spelling of each of the following words in the blank provided to the right of each word. (Key included)

| | | (key) | | | (key) |
|---|---|---|---|---|---|
| 1. | Christmus | Christmas | 6. | durashun | duration |
| 2. | inconvenent | inconvenient | 7. | hestate | hesitate |
| 3. | beurow | bureau | 8. | necesary | necessary |
| 4. | possable | possible | 9. | therefour | therefore |
| 5. | aproval | approval | 10. | identfy | identify |

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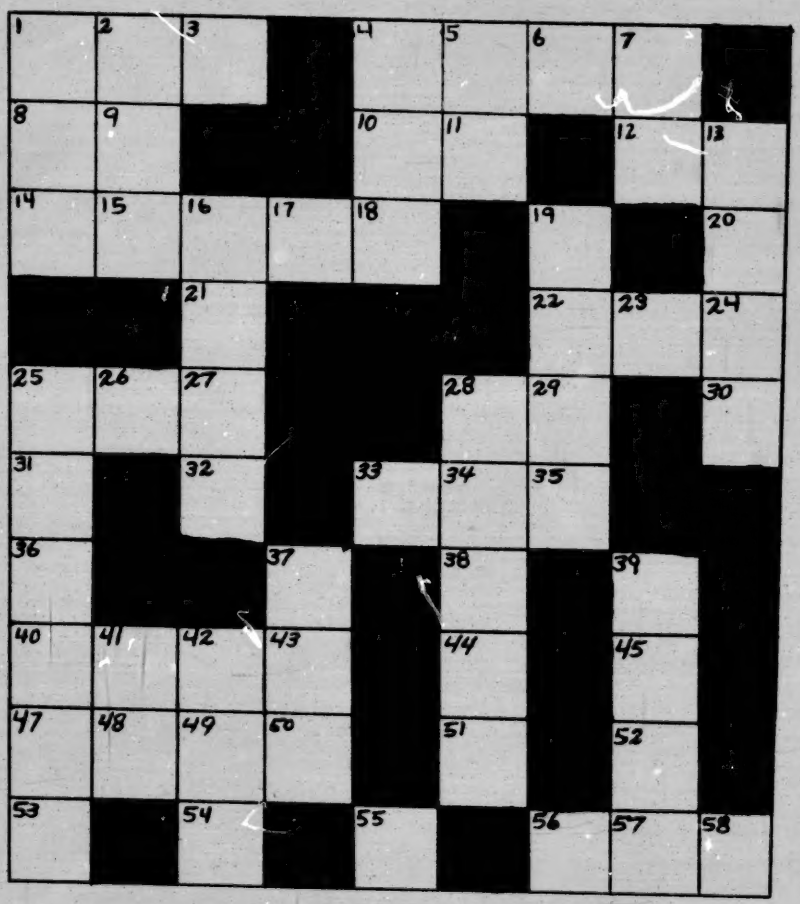

P U Z Z L E

Complete the crossword puzzle above by writing shorthand symbols for the following words.

DOWN

1. game
2. early
3. gear
4. age
5. but
9. Easter
11. shade
12. up
13. clock
16. bachelor
17. aim
18. number
20. English
21. raft
22. ivy
24. ray
25. everything

ACROSS

1. get
3. garb
6. air
7. edge
8. tea
10. measure
14. ape
15. let
16. bad
18. no
19. Amy
20. elm
21. wry
23. earring
26. brave
27. lavish
28. fee
29. asset

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KEY TO PUZZLE